DOCUMENT RESUME

ED 341 444 JC 920 107

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TITLE Meeting the Diverse Needs of Two-Year College Students through Appropriate Course Placement.
PUB DATE 15 Nov 91
NOTE 25p.; Paper presented at the Fall Conference of the North Texas Community/Junior College Consortium (Dallas, TX, November 15, 1991).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; Developmental Studies Programs; Educational Testing; *High Risk Students; Institutional Mission; Mathematics Skills; Predictive Validity; Reading Skills; *Remedial Instruction; *Screening Tests; *Standardized Tests; Student Evaluation; *Student Placement; Testing Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS *Redlands Community College OK

ABSTRACT

In response to a legislative requirement, Redlands Community College (RCC) initiated a requirement in 1991 for students to take the Assessment of Skills for Successful Entry and Transfer (ASSET) test. The only exemptions were for those students enrolling in fewer than 6 hours of classes and not taking either English Composition or a college-level mathematics course; and for students who scored above a certain cutoff score on the American College Testing (ACT) test. Entry-level assessments were conducted of 108 students in spring 1991, 117 students in summer 1991, and 264 students in fall 1991. ASSET test results indicated that over 94% of each student cohort required remediation in mathematics, and approximately half of all students required remediation in writing and reading. Course grades were analyzed for the spring 1991 cohort in order to evaluate the validity of the ASSET test in predicting course performance. Very low correlations were found between student success in English Composition and scores on either the reading or the writing component of the ASSET, indicating that the ASSET may not be a good predictor of course performance. However, the number of students was so low that additional data must be acquired and analyzed before firm conclusions can be drawn. A discussion of ASSET test cutoff scores for each academic area, and related course placement recommendations and requirements; course descriptions; data tables; and a review of related research are included. (PAA)

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MEETING THE DIVERSE NEEDS OF TWO-YEAR COLLEGE STUDENTS THROUGH APPROPRIATE COURSE PLACEMENT

Presented at the

1991 Fall Conference of the

North Texas Community/Junior College Consortium

November 15, 1991

Dallas, Texas

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MEETING THE DIVERSE NEEDS OF TWO-YEAR COLLEGE STUDENTS THROUGH APPROPRIATE COURSE PLACEMENT

Looking at the mission statements of typical two-year colleges, it becomes apparent that such institutions have set for themselves formidable goals. As "open door" institutions, they are committed to providing general education opportunities to meet the needs of individuals at all social and economic levels, including programs of developmental education for those whose previous educational experiences have not allowed them to achieve their potential. They are committed to providing: transfer programs; two-year technical programs; certificate programs of training less than two years in length; continuing education short courses; and seminars and workshops that address lifelong learning needs. As community colleges, they recognize the importance of providing programs designed to improve the cultural, economic and social environments of the service area. Further, they recognize the necessity of providing complete and effective services for students, including a balanced program of student activities.

When we look at the broad range of programs, services, and activities to which most community colleges commit themselves, it is not surprising that they are often accused of trying to be "all things to all people." Nor is it surprising to find on their campuses a truly diverse population of students with widely varying needs to be met. Norm Nielsen (1991) in "Responding to the New Student Diversity," identifies four distinct student groups that community colleges serve. The first consists of highly motivated, well prepared students. The second consists of students with high expectations for themselves, but who lack adequate preparation. A third group includes those people who lack motivation or experience, often have a low self-concept, but have reasonable preparation. The fourth group offers the greatest challenge of all, and consists of underprepared students with low expectations, as well as low self concepts. While this classification will not incorporate all of the areas of diversity we can find in community college students, it may well serve as a starting point for looking at ways in which we can meet the diverse needs of these students.

How then, do we try to serve the diverse needs of students in community colleges? It seems apparent that an appropriate first step is entry level assessment. At many colleges in Oklahoma, the utilization of entry-level assessment for all students is in an embryonic stage. Because of a recent mandate from the Oklahoma State Regents for Higher Education, however, each college and university in the state is now required

to develop an assessment plan that will incorporate each of the following components: (1) entry-level assessment and placement; (2) mid-level assessment; (3) programs outcomes assessment; and (4) assessment of student satisfaction. This plan must be submitted to the Regents for review and approval by December 31, 1991. Implementation of programs must begin by Fall Semester, 1992, with the program fully operational by Spring Semester, 1993.

At Redlands Community College (RCC), a program of entry-level assessment was designed during Fall Semester, 1990, with implementation beginning with students enrolling for Spring Semester, 1991. It is the purpose of this paper to (1) describe the assessment/placement program; (2) describe the remedial/developmental courses utilized; (3) present a summary of pertinent data collected from the assessment program to date; and (4) present conclusions and recommendations.

Assessment/Placement Program

In describing the current entry level assessment program at RCC, it is important to note that entry-level assessment for students in English and mathematics had been utilized at the College for a number of years. The assessment took place, however, **after** the student had already enrolled in classes. During their first week, students in English Composition I were tested on: (1) Nelson Denny Reading Test; (2) The College English Placement Test or beginning in 1988, Educational Testing Services' Descriptive Tests of Language, (Usage and Sentence Structure); and (3) a sample of in-class writing. Students in mathematics classes were given Educational Testing Services' Descriptive Test of Math Skills. Based upon the results of the tests given, students were often advised to transfer to developmental/remedial courses in mathematics or English. Enrollment in such courses was not mandatory. Often, because students were already enrolled in courses, they did not choose to change to the recommended courses.

Beginning in January, 1990, El Reno Junior College (later renamed Redlands Community College) employed a new president. Under a newly designed administrative structure, the position of Director of Academic Assessment and Assistance was created, with the position being activated in August, 1990. The new director was charged with the responsibility of working with other members of the Instructional Council to develop a program of entry-level assessment. The Instructional Council at RCC consists of the Vice-President of Instruction, five academic division directors, the Director of Learning Resources and the Director of Academic Assessment and Assistance.

In developing the plan for entry-level assessment, the director attended assessment workshops and seminars, as well as consulting with other assessment directors in Oklahoma, Texas, Arkansas, and New Mexico. Finally, in consultation with other members of the RCC Instructional Council and the Vice-President of Student Services, the design for the entry-level assessment program was completed and approved.

The entry-level assessment program at RCC required that all students who: (1) enroll at the College for the first time in six hours or more; (2) request enrollment in English 1113 (English Composition I); or (3) request enrollment in their first college mathematics course (i.e., General College Math, Basic Algebra, Intermediate Algebra, or College Algebra) are required to take the American College Testing Program's ASSET (Assessment of Skills for Successful Entry and Transfer) reading, writing and mathematics tests.

Students who have taken the ACT examination and have a composite score of 18 or better are not required to take the ASSET unless their high school transcripts indicate curricular deficiencies as established by the 1988 Policy of the Oklahoma State Regents for Higher Education. Students who have curricular deficiencies may remove them in one of two ways:

(1) They may enroll in an established "zero" level course in the area of their deficiency.

(2) They may "test out" of the deficiency by achieving a specified score(s) on the ASSET.

In determining the appropriate placement for students, advisors follow the guidelines established by the RCC Instructional Council. Appendix A contains a copy of the cut scores utilized for placement in specified courses. (See Appendix A, Recommended Placement of RCC Students.) In general, cut scores on the ASSET were established by:

(1) determining scores that would place the student in the fiftieth percentile of students in two-year colleges as a standard for placement in college level courses.

(2) considering established cut scores utilized by other two-year colleges using ASSET scores for placement of students in college level courses.

Remedial/Developmental Courses

In order for students to qualify for English Composition I, they must have a combined score of 80 on the ASSET writing and reading tests, with a minimum score of 40 on the writing test.

- Students who score 49 or above on the writing test or 48 or above on the reading test are encouraged to consider honors courses.

- Students who score below 40 on the writing test, but who fall in the twenty-ninth to forty-third percentiles, are advised to take English 1011 (Basic Sentence Structure) in addition to English Composition I.

- Students scoring in the eleventh to twenty-fifth percentiles are advised to take English 1001 (Basic Grammar); English 1021 (Basic Sentence Structure); and English 1021, (Basic Spelling) prior to enrollment in English Composition I. Students scoring at this level are also advised to consider taking Psychology 2002 (Seminar in College Survival) or Psychology 2002 (Seminar in College Success).

- Students scoring in the first to seventh percentiles are advised to enroll in English 0123 (Fundamentals of English) and are strongly advised to take Psychology 2002 (Seminar in College Survival) or Psychology 2002 (Seminar in College Success).

- Students who achieve a scaled score of 40 or above on the reading test are considered to have adequate reading skills, with no remediation required.

- Those who score at the thirtieth to forty-fifth percentiles are advised to take Communications 1021 (Speed Reading) to strengthen their reading skills.

- Students scoring at the thirteenth to the twenty-fourth percentiles are encouraged to take either Communications 1123 (Reading Improvement) or all three of the reading mini-courses: Communications 1001 (Vocabulary Development); Communications 1011 (Reading Comprehension); and Communications 1021 (Speed Reading). They are also advised to consider Psychology 2002; to delay taking history and science courses; and to take only one course that requires heavy reading.

- Students scoring at the first to ninth percentiles are advised to (1) take either Communications 1123 or all three of the reading mini-courses; (2) take Psychology 2002; and (3) delay science, history and any other courses requiring heavy reading.

Because of a policy established by the Oklahoma State Regents of Higher Education, beginning in 1988, no mathematics course below MATH 1513 (College Algebra) will count toward graduation. For this reason, all mathematics courses below College Algebra are considered "zero level" or remedial courses.

- Students who take the ASSET Numerical Skills Test will take MATH 0113 (Basic Algebra) if they achieve a scaled score of 45 to 55.

- With scaled scores of 43 to 44, they are in a "decision zone" in which they may opt to take either Basic Algebra or MATH 0103 (General College Math).

- With scaled scores 23 to 42 (first to sixty-ninth percentiles) they are placed in General College Math.

Students who have completed two years of high school algebra are tested on the ASSET Intermediate Algebra Test.

- If they score 43 to 55 (86th to 99th percentiles) they are placed in College Algebra. If they score 40 to 42 (76th to 82nd percentiles), they may select either College Algebra or MATH 0123 (Intermediate Algebra).

- With scores of 36 to 39 (53rd to 69th percentiles) they are placed in Intermediate Algebra.

- With scores ranging from 31 to 35 (26th to 44th percentiles) they are in a "decision zone" for Basic Algebra or Intermediate Algebra.

- Students scoring 23 to 30 (2nd to 18th percentiles) are placed in Basic Algebra.

Students who have less than three years of high school mathematics (selected from Algebra I; Algebra II; Geometry; Trigonometry; Math Analysis; Calculus) are considered to be deficient in mathematics. When tested on the ASSET they can "test-out" of their deficiencies if they reach the score that would make them eligible for enrollment in College Algebra (40 or above on the Intermediate Algebra section). If they do not reach a score of 40, they are placed in mathematics courses based on their scores as explained above.

TABLE 3

ASSET RETURNING STUDENT RETENTION REPORT(FORMS B & C) PAGE 23.03

REDLANDS COMMUNITY COLLEGE
EL RENO OKLAHOMA
GROUP: SPRING 1991

CODE: 373398
DATE: 10/21/91

COURSE SUCCESS/GRADE EXPERIENCE TABLE : WRITING SKILLS WITH COMP I

	COMP I	N-CT	%	WRITING SKILLS SCALED SCORE (PERCENTAGE OF ENROLLEES ASSIGNED EACH GRADE BY SCALED SCORE) 23-33	34-36	37-38	39-41	42-44	45-46	47-54	SCALED SCORE MEAN	S.D.
A.	SUCCESS SUMMARY (C OR HIGHER)	21	68	0	0	75	57	67	75	80	43.4	3.5
B.	GRADE CATEGORIES											
	(A) 3.50 - 4.00	6	19	0	0	0	14	17	25	40	44.8	3.0
	(B) 2.50 - 3.49	13	42	0	0	50	43	50	50	20	42.8	3.3
	(C) 1.50 - 2.49	2	6	0	0	25	0	0	0	20	43.5	7.8
	(D) 0.50 - 1.49	1	3	0	0	0	0	17	0	0	42.0	0.0
	(F) 0.00 - 0.49	3	10	0	0	25	14	17	0	0	41.0	3.0
	(W) WITHDRAWAL	6	19	100	0	0	29	0	25	20	41.3	6.0
	(I) INCOMPLETE	0	0	0	0	0	0	0	0	0	0.0	0.0
	ENROLLEES	31		1	0	4	7	6	8	5	42.7	4.0
C.	GRADE SUMMARY (A-F ONLY)											
	MEAN 2.72			0.00	0.00	2.00	2.60	2.33	3.33	3.25	43.1	3.5
	S.D. 1.24			0.00	0.00	1.41	1.52	1.51	0.52	0.96		
	N-COUNT 25			0	0	4	5	6	6	4		

D. THE CORRELATION BETWEEN COMP I AND WRITING SKILLS IS 0.30

CAUTION: THIS CORRELATION IS BASED ON A RELATIVELY SMALL N-COUNT.

TABLE 4

ASSET RETURNING STUDENT RETENTION REPORT(FORMS B & C) PAGE 23.04

REDLANDS COMMUNITY COLLEGE
EL RENO OKLAHOMA
GROUP: SPRING 1991

CODE: 373398
DATE: 10/21/91

COURSE SUCCESS/GRADE EXPERIENCE TABLE : READING SKILLS WITH COMP I

	COMP I	N-CT	%	READING SKILLS SCALED SCORE (PERCENTAGE OF ENROLLEES ASSIGNED EACH GRADE BY SCALED SCORE) 23- 33	34- 36	37- 39	40- 41	42- 44	45- 48	49- 53	SCALED SCORE MEAN	S.D.
A.	SUCCESS SUMMARY (C OR HIGHER)	21	68	100	40	83	60	80	50	80	42.6	5.9
B.	GRADE CATEGORIES											
	(A) 3.50 - 4.00	6	19	0	0	17	0	20	50	40	46.8	4.6
	(B) 2.50 - 3.49	13	42	100	40	67	60	40	0	20	39.7	4.8
	(C) 1.50 - 2.49	2	6	0	0	0	0	20	0	20	48.5	6.4
	(D) 0.50 - 1.49	1	3	0	0	0	0	0	25	0	46.0	0.0
	(F) 0.00 - 0.49	3	10	0	20	0	20	0	0	20	41.7	7.0
	(W) WITHDRAWAL	6	19	0	40	17	20	20	25	0	40.2	5.0
	(I) INCOMPLETE	0	0	0	0	0	0	0	0	0	0.0	0.0
	ENROLLEES	31		1	5	6	5	5	4	5	42.1	5.7
C.	GRADE SUMMARY (A-F ONLY)											
	MEAN 2.72			3.00	2.00	3.20	2.25	3.00	3.00	2.60	42.6	5.8
	S.D. 1.24			0.00	1.73	0.45	1.50	0.82	1.73	1.67		
	N-COUNT 25			1	3	5	4	4	3	5		

D. THE CORRELATION BETWEEN COMP I AND READING SKILLS IS 0.09

CAUTION: THIS CORRELATION IS BASED ON A RELATIVELY SMALL N-COUNT.

Students are considered to be deficient in English if they have not completed four years of high school English. They may "test out" of their deficiencies by reaching the scores required for enrollment in English Composition I as explained above. The same guidelines are followed for placement of "deficient" students in developmental/English courses as are followed in placing students who have completed four years of high school English.

Students who have not completed two years of history (including one year of American History) are considered to be deficient in history. They may "test out" of this deficiency by scoring 40 or better on the ASSET Reading Test. If they do not reach this score, they are required to take HIST 0123 (Survey of American History).

Students who have not completed two years of laboratory science in high school are considered to be deficient in science. If they attain a combined scaled score of 76 or above (using scores from the ASSET Reading Test and the Numerical Skills Test), with a minimum score of 38 on the Reading Test and 38 on the Numerical Skills Test, they can "test out" of their science deficiency. Students who do not attain these scores are required to take NASC 0123 (Natural Science Concepts).

A course description for each of the courses discussed above will be found in Appendix B. Also noted will be whether the course counts as: (1) a full credit required or elective course; (2) a full credit elective-only course; or (3), a "zero level" course that does not count toward graduation. It should also be noted that students who are pursuing Associate in Applied Science Degrees are exempt from "zero level" courses, as provided by policy of the Oklahoma State Regents for Higher Education.

Pertinent Data from Entry Level Assessment

At the conclusion of enrollment for Fall Semester, 1991, the following numbers of students had been tested on the ASSET at Redlands Community College:

Spring Semester, 1991	=	108 students
Summer Term, 1991	=	117 students
Fall Semester, 1991	=	264 students
Total	=	489 students

Enrollment Planning Forms that contained demographic, educational, and career information, as well as ASSET scores for each entering student tested, were forwarded to ASSET Research Services at the conclusion of each of the testing periods listed

above. When the first Entering Student Descriptive Report (for Spring Semester, 1991 group) was returned, forms for the Grade Experience Roster for this group were enclosed. When grades for this group were available, the appropriate information was placed on the roster and forwarded to ASSET Research Services. The data that follows has been obtained from: (1) the three Entering Student Descriptive Reports for Spring, Summer, and Fall, 1991; and (2) the Returning Student Retention Report for the 108 students tested for Spring Semester, 1991.

Table 1 shows by semester or term of enrollment the percentage of students requiring remediation in reading, writing, and mathematics, based upon the guidelines developed for placement of Redlands Community College students.

TABLE 1

Percentage of Students Requiring Remediation

SKILL AREA	SPRING 1991	SUMMER 1991	FALL 1991
Writing	44.44%	50.00%	53.69%
Reading	50.00%	53.44%	52.04%
Mathematics	97.20%	96.60%	94.70%

In a comprehensive study of remedial education in sixty-two Texas two-year colleges, Grable (1988) found an average of 40% of assessed students were diagnosed as needing remediation in reading; 42% in writing; and 54% in mathematics. It is immediately apparent that a much larger percentage of Redlands Community College students who were tested on the ASSET required remediation when the guidelines established for placement at that college were utilized than the percentage found by Gable.

It should be kept in mind that not all entering students at RCC are tested on the ASSET. Those students who have scored 18 or higher on the ACT are not tested on the ASSET. Students tested on the ASSET, then, either (1) have not taken the ACT or (2) scored less than 18 on the ACT. It should also be noted that Intermediate Algebra is classified as a remedial mathematics course at all Oklahoma colleges. Grable pointed out that in Texas two-year colleges: "Although intermediate algebra is offered in almost every college, there is considerable confusion as to whether it is a remedial or college level course" (4).

The very high percentage of RCC Students needing remediation in mathematics is cause for serious concern. **Table 2** shows the mean scores of RCC students on ASSET writing, reading, and mathematics tests, as compared to Oklahoma scores and national

scores, based on data from Spring 1991. While RCC students scores compare favorably to both Oklahoma and national mean scores in writing and reading, they are lower than either the Oklahoma or national mean scores in mathematics.

TABLE 2

SPRING 1991, MEAN SCORES ON ASSET

SKILL AREA	RCC SCORES	OKLAHOMA SCORES	NATIONAL SCORES
Writing	40.93	39.11	40.67
Reading	40.55	37.78	40.91
Mathematics	36.93	38.58	39.09

As with most two-year colleges, Redlands Community College has had a long standing concern about appropriate placement of students in English courses. A high attrition rate in English Composition I, coupled with frequent faculty complaints about the inability of students to write effectively in content area courses, have added substance to this concern. One of the major areas of interest in the results of entry- level assessment placement is, of course, student success in English Composition I.

Table 3 shows the Course Success/Grade Experience Table: Writing Skills with English Composition I from the ASSET Returning Student Report for the Spring 1991 group at RCC, while **Table 4** shows the relationship of reading skills to success in English Composition I. Since these were the skills areas used in placing students in English courses, it seems important to determine: (1) the correlation between success in English Composition I and writing scores; and (2) the correlation between success in English Comp I and reading scores. The success rate for students in English Composition I was a disappointing 68%. Of considerable concern is: (1) the low correlation (.30) between English Composition I and writing scores on the ASSET and (2) the extremely low correlation (0.09) between English Composition I and reading scores on the ASSET.

In a recent study of 578 students at Riverside Community College in Riverside, California, Hughes and Nelson (1991) analyzed student scores from ASSET tests in reading, writing, and mathematics. The specific concern of the study was with how well ASSET scores could predict student success in English composition. They found: (1) an even lower correlation (0.23) than in the RCC study between success in English Composition I and writing skills scores; and (2) a negative correlation (-0.09) between success in English Composition I and reading skills scores! These researchers concluded that scores on ASSET

are not strong predictors of student success in English. Further, they state:

> Thus, data suggest that the use of only one assessment tool is not the best predictor of success for entry-level community college students, and additional support data need to be included in the placement process. Documents and data concerning high school transcripts, previous college work and perhaps a written skills examination could enhance student placement (46).

With the correlation between success in English Composition I and writing skills scores low, and the correlation between English Composition I and reading skills scores even lower, how well does the ASSET predict success for students placed in developmental/remedial writing and reading courses? Unfortunately, the numbers of students placed in these courses at RCC for Spring Semester, 1991 were too small for a meaningful correlation to be determined. Success rates for these courses is presented, however, in **Table 5.** Achievements of a final grade of "C" or better is considered successful.

TABLE 5

Percentage of RCC Students Successfully Completing Developmental/Remedial Writing and Reading Courses

COURSE	N - COUNT	PERCENTAGE OF STUDENTS SUCCEEDING
Fundamentals of English	6	33.33%
Basic Sentence Structure	9	44.40%
Reading Improvement	8	87.50%
Speed Reading	14	64.30%

From these data it is apparent that success rates for developmental/remedial courses in writing and reading are also disappointingly low. The one exception to this is the rate of success in Reading Improvement. Because of the small N-count, it is important to continue the study over several semesters until enough data is collected to determine trends with significant numbers of students.

Analyzing the results of success in mathematics as related to numerical skills scores for RCC students is hampered by the small number of students from the Spring 1991 group who enrolled

in mathematics courses. Because of the small numbers involved, the correlation between success in General College Math and numerical skills scores is not meaningful, nor is the correlation between success in Basic Algebra and numerical skills scores or the relationship between success in Intermediate Algebra or College Algebra and scores on the ASSET Intermediate Algebra Test. Although based on small numbers, we can, however, report percentages of students from Spring 1991 successfully completing (i.e., receiving a grade of C or better) each of the mathematics courses listed above. A summary of this information is presented in **Table 6.**

TABLE 6

Percentage of RCC Students Successfully Completing Mathematics Courses

MATHEMATICS COURSE	N-COUNT	PERCENTAGE OF STUDENTS SUCCEEDING
General College Math	25	68.00%
Basic Algebra	23	47.82%
Intermediate Algebra	6	33.30%
College Algebra	2	100.00%

It should be noted that the small numbers of students enrolling in mathematics courses result from several factors. First, it seems apparent that many RCC students will avoid taking mathematics courses because they know their math skills are weak. Many of them will, however, be required to take math courses sometime prior to their graduation in order to remove high school deficiencies in this curricular area. Others who have no high school deficiencies may still have low test scores on the ASSET Intermediate Algebra Test and may be poorly prepared for college level mathematics. Since there is no general education requirement at RCC for mathematics, many of these students will not take a single mathematics course. Unless their program of study for a specific major requires a math course, they may receive both an Associate in Arts Degree and, after transferring to a four year college, a bachelor's degree with no college courses in mathematics.

Conclusions and Recommendations

After viewing results from the first group of students at RCC tested and placed using the ASSET and initial guidelines developed, it seems apparent that further steps must be taken to achieve a more desirable course success rate for students. While data was not available to compare early retention rates with current ones, the information from this group certainly indicates the need for additional support services for students.

While entry level assessment may identify those students who do not have minimal academic skills for success in college level courses, it is obvious that using one standardized test will not identify all the factors that may put a student "at risk" in the college setting. The placement of students in courses based upon an objective measure of basic skills still seems a reasonable first step, however, in trying to meet the diverse needs of two-year college students. Additional measures must be found that will identify students with low self-esteem, low expectations, and low motivation. Follow along and follow-up studies of entering students must be conducted to identify factors contributing to success and failure of students. Additionally, intervention methods ranging from monitoring student attendance to intensive counseling to peer tutoring need to be employed. Finally, careful analyses of course content and instructional methods in both developmental/remedial courses and college level courses in English and mathematics need to be conducted.

In an effort to develop a total program for measuring institutional effectiveness in meeting the diverse needs of our students, Redlands Community College must implement an excellent assessment program. In order to do this, it will be necessary to: (1) refine our entry level assessment; (2) determine ways of assessing outcomes of general education and other programs; and (3) develop ways of measuring student satisfaction. The systematic collection and analyses of data gleaned from the assessment program must be an integral part of this effort. Utilization of these data in on-going efforts to improve the programs, services and activities of the College will be essential. Only through the process of continuously collecting, analyzing and utilizing data from assessment efforts can the College hope to effectively achieve its mission.

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APPENDIX A

REDLANDS COMMUNITY COLLEGE
Academic Assessment and
Assistance Center

RECOMMMENDED
PLACEMENT
of
RCC STUDENTS

Please note the attached placement scores on the ASSET which will be used for: (a) all first-time entering students at RCC who wish to enroll in six hours or more; (b) all students enrolling in English 1113; and (c) all students enrolling in their first college mathematics course (i.e., General College Math, Basic Algebra, Intermediate Algebra, or College Algebra). All students who fit any of the categories mentioned above need to be tested on the ASSET at the AAA Center prior to their enrollment unless they have a composite ACT score of 18 or higher. With a composite score of 18 or higher, students are exempt from placement testing unless their high school transcripts show them to be deficient in required courses.

Students who are deficient in high school courses may be able to "test out" of their deficiencies. Students deficient in English will be exempt from English 0123 (Fundamentals of English) if they achieve a combined scaled score of 80 or above (using scores from the writing and reading tests) with a minimum score of 40 on the writing test.

Students will be exempt from History 0123 (Survey of American History) if they score 40 or above on the ASSET reading test.

Students will be exempt from NASC 0123 (Natural Science Concepts) if they have a combined score of 76 or above (using scores from the reading and numerical skills tests), provided they also have a minimum score of 38 on the reading test and a minimum score of 38 on the numerical skills test.

Students deficient in mathematics may "test out" of their deficiencies if they reach the score that would make them eligible for enrollment in College Algebra (40 or above on the ASSET Intermediate Algebra Test).

Note: Students who are pursuing an Associate in Applied Science Degree are exempt from "zero" level courses.

Rev. 10/11/91

RECOMMENDED ASSET PLACEMENT SCORES

For placement in ENGL 1113 (without supporting courses), a combined scaled score of 80 (using scores from the writing and reading tests) is recommended.

ENGLISH PLACEMENT
WRITING TEST

RAW SCORES Form B	ASSET Scaled Scores	Percentile	Course Placement
33 to 36	49 or above	91st to 99th	Recommend Honors Courses
26 to 36	40 or above	48th to 99th	English 1113 - (Comp I)
22 to 25	37 to 39	29th to 43rd	English 1113 - (Comp I) plus English 1011 - (Basic Sentence Structure)
15 to 21	32 to 36	11th to 25th	ENGL 1001; ENGL 1011; ENGL 1021. Consider PSY 2002 (Sem:College Survival) or PSY 2002 (Sem: College Success)
1 to 14	23 to 31	1st to 7th	English 0123 - (Fundamentals of English) Recommend PSY 2002 - (Sem: College Survival) or PSY 2002 (Sem: College Success)

RECOMMENDED ASSET PLACEMENT SCORES

MATH PLACEMENT

NUMERICAL SKILLS TEST

Raw Score Form B	ASSET Scaled Scores	Percentile	Course Placement
23 to 32	45 to 55	83rd to 99th	MATH 0113 - Basic Algebra
21 to 22	43 to 44	74th to 78th	**Decision Zone**
0 to 20	23 to 42	1st to 69th	MATH 0103 - Gen. College Math

With two years of high school algebra, take:

INTERMEDIATE ALGEBRA TEST

RAW SCORES Form B	ASSET Scaled Scores	Percentile	Course Placement
14 to 25	43 to 55	86th to 99th	MATH 1513 - College Algebra
12 to 13	40 to 42	76th to 82nd	**Decision Zone**
9 to 11	36 to 39	53rd to 69th	MATH 0123 - Intermediate Algebra
6 to 8	31 to 35	26th to 44th	**Decision Zone**
0 to 5	23 to 30	2nd to 18th	MATH 0113 - Basic Algebra

RECOMMENDED ASSET PLACEMENT SCORES

READING PLACEMENT

READING TEST

RAW SCORES Form B	ASSET Scaled Scores	Percentile	Course Placement
22 to 24	48 or above	88th to 99th (G.E.=13.6+)	Recommend Honors Courses
17 to 24	40 or above	46th to 99th (G.E = 11.0 - 15.0+)	No remediation required
14 to 16	37 to 39	30th to 45th (G.E.=10.5)	COM 1021 - (Speed Reading)
11 to 13	33 to 36	13th to 24th (G.E.=8.0 - 9.9)	COM 1001; COM 1011; COM 1021; or COM 1123. Student should take only one other course with heavy reading. Delay science and history courses. Consider PSY 2002 - (Sem: College Survival) or PSY 2002 (Sem: College Success).
0 to 10	23 to 32	1st to 9th (G.E.=<3.7 - 7.4)	COM 1001; COM 1011; COM 1021; or COM 1123; Recommend PSY 2002 (Sem: College Survival) or PSY 2002 (Sem: College Success). Take no other courses with heavy reading. Delay science and history courses.

APPENDIX B

REDLANDS COMMUNITY COLLEGE

COURSE DESCRIPTIONS

"Zero Level" Courses
(No Credit Toward Graduation)

ENGL 0123 **Fundamentals of English** is a course designed to meet prerequisites to English 1113 for those students lacking 4 units of High School English or acceptable ACT scores.

HIST 0123 **Survey of American History** is a course designed to meet deficiencies in History for those students without 2 units of High School History or acceptable ACT scores.

MATH 0103 **General College Mathematics** presents fundamentals of integers, fractions, etc. Also included are percents, measurements and introduction to algebra.

MATH 0113 **Basic Algebra** is the first step in the process of learning algebra. It is intended for those who are encountering algebra for the first time or for those students whose original encounter with algebra was not positive. Topics included are natural numbers, integers, the variable concept, algebraic expressions, algebraic fractions and radicals, and linear equations.

MATH 0123 **Intermediate Algebra** presents the fundamental operations, linear equations, graphing, systems of equations, exponents, quadratic equations, and inequalities. Prerequisite is one year of high school algebra or **MATH 0103**.

NASC 0123 **Natural Science Concepts** is a course designed to meet prerequisites to science courses for those students lacking 2 units of laboratory science in high school or acceptable ACT scores.

Developmental Courses
(Count as Elective Credit Toward Graduation)

COM 1001 **Vocabulary Development** is designed to enable students to increase their vocabulary levels while learning strategies for making growth in word knowledge a lifetime habit. Emphasis is placed upon: learning common morphemes (prefixes, suffixes, root forms); applying knowledge of common morphemes in unlocking the meaning of unfamiliar words; effective use of the dictionary as an aid to vocabulary growth; and techniques for making new words a permanent addition to one's vocabulary.

COM 1011 **Reading Comprehension** is designed to enable students to improve their levels of reading comprehension through the use of appropriate materials designed to meet specific, individual needs. Emphasis is placed upon diagnosing individual strengths and weaknesses in reading, then providing reading experiences that encourage growth in needed areas of reading comprehension.

COM 1021 **Speed Reading** is designed to allow students to develop skills in skimming, scanning, and accelerated reading. Emphasis is placed upon maintaining good comprehension while developing a variety of rates of reading. Students are taught how to select an appropriate rate of reading according to their purpose and the difficulty of the materials.

COM 1123 **Reading Improvement** provides opportunities for college students to improve their reading skills through a highly individualized program of study. The improvement of vocabulary, comprehension and/or rate of reading is stressed according to the student's needs as determined through diagnostic testing. Application of acquired skills to practical situations is encouraged; that is, students are encouraged to apply skills learned to reading college texts, training manuals, etc.

ENGL 1001 **Basic Grammar for Writing** is recommended for students who want or need to improve the clarity, correctness, or forcefulness of their written sentences. The instructional approach is informal and supportive, with limited use of complicated terminology.

ENGL 1011 **Basic Sentence Structure** is recommended for students who want or need to practice sentence-combining techniques to improve their writing of paragraphs and longer reports or composition.

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ENGL 1021 **Basic Spelling** is recommended for students who need to improve their spelling proficiency. This course offers an innovative, systematic approach to the spelling of words.

PSY 2002 **Seminar in College Survival** is a course designed to promote and increase student success in college and in life. Topics will include: study skills; memory improvement techniques; test taking strategies; time management; campus and community resources; communication skills; goal setting; and personal issues.

PSY 2002 **Seminar in College Success** is a course designed to assist students in developing effective study skills so that they can make a successful transition from high to help for making a successful transition from high school or the work world into the academic world. Through the use of computer assisted instructional materials, directive readings, and other activities, students can acquire skills and techniques for improving: time management; memory; concentration; listening and note taking; reading textbooks; test taking; oral reports; written reports; scholastic motivation; and interpersonal relations.

College Level Courses
(Count as Required or Elective Credit Toward Graduation)

ENGL 1113 **English Composition I** focuses on the skills necessary to compose written communication that is logical, appropriate, and effective. Emphasis is on careful organization and development of the multi-paragraph expository theme. Practice in the writing of sentences, paragraphs, and themes is given.

MATH 1513 **College Algebra** presents equations and inequalities, systems of equations, determinants, and matrices, complex numbers, polynomial equations, and mathematical induction. Prerequisite is MATH 0123 or two years of high school algebra.

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MAR 27 1992